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ABSTRACT

The first section of this monograph outlines the North Carolina career development plan for teachers. The plan consists of five levels of differentiation: (1) Initial Level; (2) Provisional Level; (3) Career Status I; (4) Career Status II; and (5) Career Status III. Differential pay is provided from state funds for each of these five levels. A description is given of the requirements to be fulfilled for each level, as well as the route and time-frame for each. The processes to be followed for application and consideration for levels of status are described. Guidelines are provided for local planning for implementation of the career development plan. Suggested additional responsibilities for Career Status levels are listed, as well as proposed salary schedules. Outstanding features of the career development plan are outlined. Section two presents a summary of the features of the career development plan for administrators, which offers the same five levels of differentiation as the plan for teachers. Pertinent information on the mandate for the plan is appended, as well as highlights of the Quality Assurance Program, standards for approval of teacher education programs, proposed guidelines for a beginning teacher program, and a proposed teacher performance appraisal instrument. (JD)

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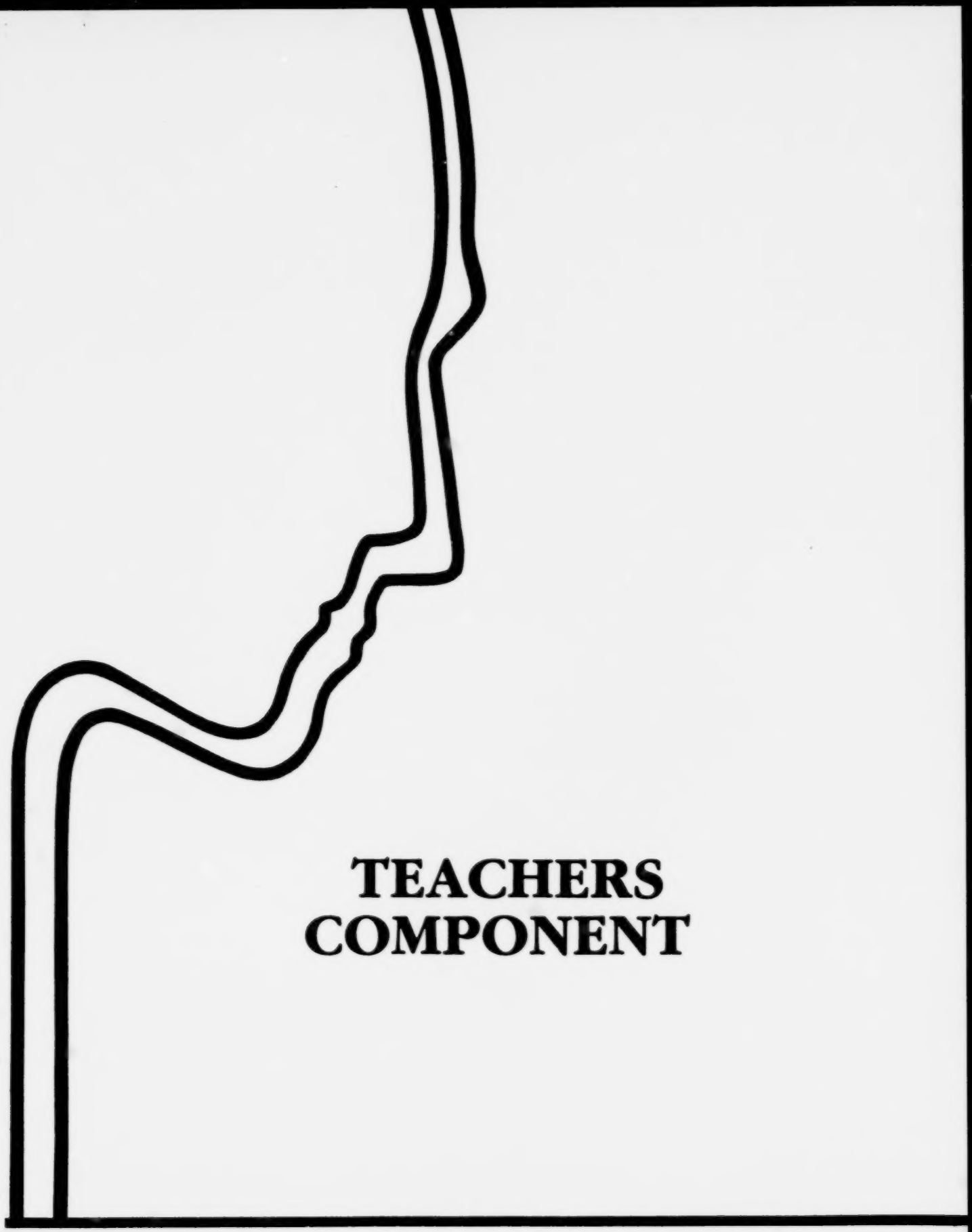


# TEACHERS COMPONENT

# Introduction

There is a need in North Carolina to provide appropriate rewards to teachers who excel in classroom instruction. Presently all teachers are rewarded alike, based on certification and years of experience, regardless of levels of effectiveness. There is a need to factor in performance as an additional criterion to differentiate between teachers in addition to years of experience.

A plan which concentrates on the level of effectiveness of each teacher would encourage overall improvement in instruction and achievement of students. The North Carolina Career Development Plan intends to attract the best candidates into teaching, develop and retain teachers in the profession for longer periods of time, reward excellence in instruction, as well as create career options.

A number of events have provided the concepts and rationale for the North Carolina Career Development Plan. Beginning in 1962 to the present, different concepts have evolved and a number of programs have been piloted in the state.

1962-65 -- The North Carolina Merit Pay Study. Martin County, Rowan County and Gastonia City each developed a plan for teacher differentiation and merit pay.

1968 -- The Governor's Study Commission. ("A Child Well Taught") Suggested differentiation of staff and recommended specific levels.

1969-74 -- State Board of Education instituted the concept of differentiated staffing as a priority area for awarding grants of funds to local schools. Eight projects were conducted and each had a method for differentiating and paying teachers differently.

1978 -- The Quality Assurance Concept. To make changes in selection, education and support of beginning teachers.

1980 -- The Performance Appraisal System. Instituted annual evaluation of all teachers statewide using criteria and standards adopted by the State Board of Education.

1983-84 -- The North Carolina Teacher Differentiation/Differential Pay Study. A series of statewide workshop sessions to gain input and reactions from superintendents, teachers and principals from every LEA about what the North Carolina Career Development Plan should include.

The basic concept derived from these studies indicated that teachers should be paid according to their effectiveness in addition to years of experience and levels of development.

# Career Development Plan for Teachers

The North Carolina Career Development Plan is intended to apply to all teachers as defined in Public School Law 115C-325.

The Plan consists of five levels of differentiation as follows:

Initial Level
Provisional Level
Career Status I
Career Status II
Career Status III

Specific requirements for each level have been developed by the State Department of Public Instruction following a series of meetings involving teachers, principals, superintendents, and representatives of various professional organizations.

Differential pay will be provided from State funds for each of these five levels as follows:

Initial Level -- Base only
Provisional Level -- Base plus 10% additional
Career Status I -- Existing salary plus 10% additional
Career Status II -- Existing salary plus 10% additional
Career Status III -- Existing salary plus 10% additional

In addition to the salary schedule for Status I, II and III, an amount of 5% will be added for accumulated experience every second year upon proof of continued satisfactory performance and professional growth required at that level.

The Plan insures equal and fair treatment for all persons regardless of race, color, religion, sex, age, handicap, political affiliation or national origin in all employment practices at each level of decision-making.

Initial Level -- The teacher is a graduate of an approved teacher education program, holds an initial, non-renewable, two year certificate and is employed under a non-continuing contract. The teacher at the initial level performs as a full time teacher under close supervision and periodic evaluation by a professional support team. The support team includes the principal or designee, an appropriate central office support person, a supervising or "mentor" teacher in the appropriate teaching field and one or more professional teacher educators as may be determined by the local administrative unit. The support team conducts a minimum of three evaluations during each of the two years of initial certification

and designs an individualized improvement program jointly with the teacher.

In order to qualify for a continuing certificate, the teacher must (1) demonstrate progressive improvement of teaching skills by the end of the period of initial certification as evidenced by satisfactory evaluations on performance criteria; and (2) demonstrate continued professional growth as evidenced by completion of a professional improvement program by the end of the second year. Upon completion of certification requirements established by the State, teachers at the Initial Level may be recommended by the school based review team for Provisional designation.

The teacher at the Initial Level may or may not be extended a second year non-continuing contract for employment by the local administrative unit. In the case of non-renewal of a non-continuing contract for second year employment, the teacher maintains the initial teaching certificate and may be employed as a second year Initial Level teacher in another unit.

Provisional Level -- The teacher has satisfactorily completed a two year initial period and received a recommendation from the school-based support team. The initial certificate becomes a continuing certificate. At this level the teacher should demonstrate self-initiated, independent, and continued professional development as evidenced by CEU credits (2.0 minimum per year). All CEU experiences must be relevant to the teachers' instructional area and needs for professional growth. The teacher must also demonstrate satisfactory performance on PAS criteria each year to stay at the Provisional Level. At the end of the two years of provisional status, the teacher will be reviewed by a school-based panel and recommended for Career Status I.

A newly employed teacher holding a current continuing certificate will be allowed lateral entry as a provisional teacher within the employing LEA. This person shall be required to demonstrate competence in the teaching skills required for both Initial and Provisional Levels. A teacher, under these conditions, will receive base pay plus 10% additional.

Career Status I -- To obtain Career Status I, the teacher will have satisfactorily completed a two-year period at the Provisional Level and be recommended by a school-based review panel. Peers will be involved in this review. In order to meet basic qualifications, the teacher must have had satisfactory annual evaluations on PAS criteria for the past two years. Once awarded Career Status I, the teacher must demonstrate continued professional growth evidenced by acquiring at least 4 CEU credits over a two-year period while in Status I. CEU experiences must be relevant to the instructional area and professional needs of the teacher.

A Career Status I teacher will receive a 10% increase over existing salary and an additional 5% every second year contingent upon continued satisfactory performance and professional growth (CEUs). Career Status I teachers may be assigned additional responsibilities on school-based activities. (See Appendix.)

Career Status II -- After a teacher has satisfactorily completed a minimum of two years in Career Status I, that teacher can apply for Career Status II. The teacher will be reviewed by school and unit-wide review panels, and should have received better than satisfactory evaluations on PAS criteria for the last two years. The teacher shall demonstrate continued professional development by accumulating 4 CEU credits over each two-year period while in Career Status II, and have an accumulated total of 15 CEU credits. The CEU experiences must be relevant to the instructional area and professional needs of the teacher. This level teacher will receive a 10% increase over existing salary and an additional 5% every second year contingent upon continued better than satisfactory performance and professional growth.

The Career Status II teacher is eligible for 11 months employment. The teacher may or may not have a full teaching schedule but must have at least a 75% load. A Career Status II teacher will also be eligible for consideration for a year long sabbatical at 70% of salary upon the completion of 12 years of employment within the public school system. Responsibilities on system-wide activities may be assigned to the Career Status II teacher. The nature of these additional responsibilities are suggested in the Appendix.

Career Status III -- To achieve Career Status III, a teacher must hold a Master's Degree, have satisfactorily completed a minimum of two years in Career Status II and received exceptional evaluations on PAS criteria during that time. The teacher applies for advancement to Career Status III and is evaluated by a unit-wide review panel. The teacher shall demonstrate professional development by accumulating 4 CEU credits over each two-year period in Career Status III and have a total of 30 units of CEU credit. CEU experiences must be relevant to the instructional area and professional needs of the teacher.

The Career Status III teacher is eligible for 11 or 12 months employment and an additional 5% every second year contingent upon continued exceptional performance. The teacher may or may not have a full load but must have at least a 60% teaching schedule. Career Status III teachers will also be eligible for consideration for a year long sabbatical at full pay at the end of 14 years of employment, provided that a sabbatical was not previously awarded during the 12th year.

Access to Career Status II & III -- There shall be two routes for teachers to reach Career Status II and III. One route shall be for the Career Status I teacher who is able and is willing to accept additional

responsibilities. To reach Status II, the teacher shall demonstrate better than satisfactory performance on all applicable PAS criteria, have accumulated 15 CEUs of professional growth credits and possess the skills necessary to accomplish the additional tasks. These tasks can be accomplished during the regular or extended day within the 10-month school year, or also for extended 11-month employment. To reach Career Status III, the teacher shall demonstrate exceptional performance, have 30 units of CEUs, the masters degree, and have the skills necessary to accomplish higher level additional responsibilities. These responsibilities can be accomplished in an extended day during the year and/or 11-or12-month employment.

The other route shall be for the Career I teacher who cannot or will not accept extra responsibilities and/or extended employment. This teacher can advance to Career Status II by being better than satisfactory of all applicable PAS criteria and possess 15 CEUs of professional growth credits. To reach Status III, this teacher must demonstrate exceptional performance, have the masters degree, and 30 CEUs of professional growth credits.

## Process

Each LEA must institute a state-adopted process for teachers to follow in order to apply and be considered for levels of status. The following guidelines for this process are suggested for movement to Career Status II and III. Process will be refined during the pilot/field test period.

The Career Status I teacher will initiate application early in the year for Status II. The application will include data on years of experience, CEUs earned, and involvements with school based or unit-wide activities of a contributory nature both for self-growth and to assist the school or unit (committee work, leadership activities, assistance for other teachers in staff development, curriculum development, etc.). When the application is completed, the data will be reviewed by a school-based review panel.

The review panel will then interview the teacher and make decisions concerning classroom visitations, which will be conducted throughout the year by more than one person of the panel. Pre-observation and post-observation conferences will be a component of the visitations, which should be completed by March of that school year. Peers will be involved in this review. The panel then meets to review visitation results and conduct conferences with the teachers. Upon completion of this process, the review panel will make recommendations to the unit-wide review panel regarding Level II status.

A similar process is followed for determining eligibility for Career Status III with the exception that the data is additionally reviewed and visitations are conducted system-wide by a unit-wide panel that will make recommendations about candidates from all schools.

Those teachers who receive the award of higher status will assume those additional responsibilities and earn salary increments at the beginning of the next school year. Decisions about 11- or 12-month employment will be local decisions, based upon local needs for additional work and the teachers ability to work beyond the 10-month-term of employment.

## Planning

The key to successful implementation of the North Carolina Career Development Plan is thorough planning in each LEA and standardization statewide. Therefore, to yield the successful results so vital to public education in this State, a number of actions must be initiated locally.

(1) There must be a strengthening of the PAS evaluation process in order for it to be implemented consistently in each school in the LEA.

(2) The Performance Improvement Plan process must be reviewed and strengthened so that staff development activities and support services will concentrate on the needs of the individual teacher.

(3) The LEA should establish a system of non-monetary, intrinsic rewards for additional recognition of its teachers.

(4) Each LEA will have the authority to develop assignments in addition to those suggested by the State Board of Education. These assignments need to be listed in order of importance and ranked according to their appropriateness for each level of career status and/or for 11-or 12-month employment.

(5) Each LEA must establish an appeal procedure for teachers to insure fair and equitable recommendations and decisions regarding outcomes of evaluation and award of status levels.

(6) A support team must be established in each school, responsible for the supervision, evaluation and support of each initial teacher. The team should consist of the principal, an appropriate central office support person, a peer, and a teacher educator. This review team will assume responsibility for making recommendations for provisional status based on performance during the initial two-year period.

(7) Each school must establish a review panel to evaluate and recommend those teachers who have applied and are eligible for career status. This panel shall consist of five persons, including the principal or a designee of the principal, a central office person, one peer teacher selected by the administration, and two other educators cooperatively selected by the teacher and administration. It is likely that some of those who served on the support team in the initial period will also serve on this panel for purposes of recommending career status. It shall be the responsibility of this panel to review all available evaluation records, the pattern and results of self-initiated professional growth experiences, and overall effectiveness as a teacher. As a result of this review, the panel will make recommendations to award Career Status II and/or to the unit-wide panel for further review and recommendation for Career Status III.

(8) A unit-wide review panel must be established for the purpose of examining the qualifications of Status II teachers who have applied and have been recommended by the school-based review panel for Status III. This panel shall consist of the teacher's superintendent or a designee of the superintendent, the principal or a designee of the principal, a specialist in the teacher's instructional area and two other educators cooperatively selected by the teacher and administration including a peer. The panel will review the results of annual evaluations, all information from previous panel actions and other pertinent materials necessary to reach a decision for recommendation to Career Status III.

This panel will also review applications for sabbatical leave, giving consideration to the purposes to be accomplished, and the applicants expectations as to the professional benefits and merits resulting from the leave.

## Suggested Additional Responsibilities

Career Status I

Assisting in planning, implementing and evaluating needed staff development activities.

Assisting in various staff development activities. Sponsorship of and work with clubs and other school related organizations and activities.

Participation in various committee and study groups, assisting in planning, implementing and evaluating the schools' overall programs.

Making large group presentations in field(s) of specialization.

Other similar activities as may be identified by the LEA.

Career Status II

Serving as a "mentor" to beginning teachers.

Functioning as a team leader or department head.

Chairing various committees and/or development groups.

Being a helping/demonstration teacher within the school.

Assisting in the development in school policy and administrative procedures.

Serving on school based review panels for status decisions.

Coordinating indicated staff development activities for individuals and groups of beginning teachers.

Representing the school in community related activities.

Participating as a member of system-wide development and research activities.

Other similar activities deemed appropriate by the LEA.

Career Status III

Serving as a "mentor" to beginning teachers.

Working at the central office/system level in chairing research and development activities in curriculum, planning and evaluating outcomes of the total school program.

Serving on system-wide panels for recommending status.

Sponsoring and chairing system-wide professional organizations in field(s) of specialization.

Representing system at state and national meetings.

Other activities at a similar level as may be identified by the LEA.

## Proposed Salary Schedule

| STATUS | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| III | (12 Months) | 27,108 | 28,392 | 29,808 | 31,248 | 32,781 | 34,356 | 36,024 | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 |
| | (11 Months) | 24,849 | 26,026 | 27,324 | 28,644 | 30,052 | 31,493 | 33,220 | 34,573 | 36,311 | 38,082 | 39,952 | 41,888 |
| | (10 Months) | 22,590 | 23,660 | 24,840 | 26,040 | 27,320 | 28,630 | 30,020 | 31,430 | 33,010 | 34,620 | 36,320 | 38,080 |
| II | (11 Months) | 22,594 | 23,683 | 24,849 | 26,026 | 27,324 | 28,644 | 30,052 | 31,493 | 33,022 | 34,573 | 36,311 | 38,082 | 39,952 |
| | (10 Months) | 20,540 | 21,530 | 22,590 | 23,660 | 24,840 | 26,040 | 27,320 | 28,630 | 30,020 | 31,430 | 33,010 | 34,620 | 36,320 |
| I | | 18,790 | 19,630 | 20,540 | 21,530 | 22,590 | 23,660 | 24,840 | 26,040 | 27,320 | 28,630 | 30,020 | 31,430 | 33,010 | 34,620 |

PROVISIONAL 17,150

INITIAL 15,680

(31 Years)

## Features of Plan

Eligibility

For advancement on the career ladder, the plan considers:

-- Professional Growth - (4/15/30 CEU's, Masters)
-- Performance - (satisfactory, better than satisfactory, exceptional)
-- Experience - (2, 2, 2, 2)

Rewards

The plan rewards:

-- Professional growth - accepts appropriate, relevant, and worthwhile CEUs in addition to graduate coursework for advancement to Status I and II.

-- Performance -- Probationary - 10%, satisfactory on PAS criteria
-- Status I - 10%, satisfactory on PAS criteria
-- Status II - 10%, better than satisfactory on PAS criteria
-- Status III - 10%, exceptional on PAS criteria

-- Experience -- 5% each two years in career status (requires continued satisfactory growth and performance)
-- Sabbatical (12th year - 70% or 14th year - 100%)

-- Extra Responsibilities
Status II - 10 or 11 months, Status III - 10, 11 or 12 months

Expectations

The plan requires:

-- Achievement of career status at end of first four years
-- Continued, self-initiated, appropriate, relevant professional growth
-- Completely adequate performance at all career status levels
-- Additional responsibilities commensurate with career status for some
-- Masters degree for Status III

Process

The process requires:

-- Elective participation by currently employed
-- Self application for Career Status II and III
-- Use of teams of reviewers. Team makes a joint recommendation.
-- Creation of "initial" and "continuing" certificates (QAP). See note below.
-- Creation of local support teams to work with beginning teachers (QAP)
-- That PAS evaluation process be standardized with the LEA and across the state (SEA guidelines)
-- Better understanding of and agreement on what constitutes "effective teaching" (SEA guidelines)
-- More effective use of the PAS performance improvement plan
-- Creation of school-based and system-wide review panels for the purpose of recommending career status
-- That career status decisions be made locally
-- Strengthening of process to evaluate and approve CEU credits. (SEA guidelines)
-- Strengthening of local efforts to individualize staff development experiences
-- That the LEA establish and rank local additional responsibilities according to appropriateness for levels of career status

NOTE: Teachers will continue to be required to renew continuing certificate at five-year intervals.

# ADMINISTRATORS COMPONENT

# Career Development Plan for Administrators

An important aspect of the continued search for excellence in our schools is the emphasis upon recognition and compensation of educators. Compensation has traditionally been based on experience and preparation, irrespective of the level of performance. The following plan represents an effort to address this issue and to respond to the mandates of the legislature.

The plan recommends five levels of differentiation for each job classification. A person may stay in one classification for an entire career and move through the levels of differentiation as approved.

Initial Status -- Persons who desire a career in administration, supervision or in a related support area shall first undertake a program of studies leading to a graduate certificate and appropriate certification to be eligible for consideration for these positions. Upon appointment to any of these positions, the person shall receive an initial, non-renewable certificate, good for two years and will commence a series of experiences in that classification during the two-year period. The initial experience in these positions is similar to the initial teaching experience for the beginning teacher, and is part of the quality assurance component. During this period each candidate, regardless of position in administration or supervision, will successfully complete a series of comprehensive activities in appropriate phases of the local school's educational program, so that each will develop appropriate skills and have a thorough understanding of the area.

Entry into the initial position shall be a local decision, based on the availability of a position and results of local screening procedures. Successful completion of a state-instituted assessment center or other program may be a part of the local screening process.

During this period, the person's performance will be periodically reviewed by a panel consisting of the superintendent or designee, central office administrator or supervisor, and a peer, with input from other persons being supervised.

Guidelines will be provided by the State Department of Public Instruction to local education agencies regarding the scope and sequence of developmental experiences for participants during the initial period.

At the end of the two-year initial period, the person will be examined and interviewed by the review panel and the appropriate recommendation made. As part of the examination process the review panel will consider results of annual evaluations, evidences of continued professional growth and a portfolio specifying the unique ways the person

has performed as a professional while in initial status. Results of this review shall be used to make recommendations for provisional status and for a continuing, renewable certificate.

Provisional Status -- Upon recommendation by the review panel and approval by the local board of education, a continuing, renewable certificate will be issued by the N.C. Department of Public Education to those who successfully complete the two-year initial period. During the two-year provisional period, regardless of the position occupied, the person shall commence an on-going program of professional improvement, as evidenced by the accumulation of 4 CEU's in every subsequent two-year period. Such experiences shall be appropriate for the position and relate to the needs of each person as suggested by the review panel. During the two-year provisional period, the person will be examined by the review panel and an appropriate recommendation will be made. Results of annual evaluations which shall be satisfactory, evidence of continued growth experiences and ways the individual has contributed to the overall school program will be considered in this review.

Career Status I -- In Career Status I, the person shall have been in provisional status a minimum of two years, possess a continuing, renewable certificate in the area of speciality, have the appropriate graduate certificate and demonstrate satisfactory performance on all applicable PAS criteria. The person must continue to demonstrate on-going professional growth by accumulating 4 CEU's in each previous two-year period. The person will receive a 10% increase in salary with an additional 5% each two years upon proof of continued, satisfactory evaluations and professional growth. At the end of the two-year period of time in Status I, the person may apply for consideration for Career Status II. A review panel consisting of the superintendent or designee, a central office administrator or supervisor and a peer will review input from those supervised, interview, and make visits, and an appropriate recommendation will be made.

Career Status II -- A person in Career Status II shall have been in Career Status I a minimum of two years, possess a graduate certificate in the area of speciality, shall have demonstrated better than satisfactory performance on all applicable PAS criteria for the previous two-year period and have accumulated a minimum of four CEU's in each preceding two-year interval. The person shall receive a 10% increase over existing salary with additional 5% increments each two years upon proof of continued professional growth and better than satisfactory performance. At the end of the two-year period in Career Status II, the person may apply for consideration for Career Status III. A similar review panel will consider the person's qualifications and make an appropriate recommendation.

Career Status III -- A person in Career Status III shall have been in Career Status II a minimum of two years, possess an advanced certificate in the area of speciality, have demonstrated exceptional performance during the two-year period, and have accumulated a minimum of 4 CEU's in each preceding two-year period. The person will receive a 10% increase over present salary. There will be an additional 5% increment for each succeeding two years upon proof of continued professional growth and exceptional performance.

Composition/Function of the Review Panel -- Within each LEA, the superintendent will appoint a review panel consisting of the superintendent, central office staff, and peers to review and make recommendations for advancement of those eligible to various levels of status. The panel will consider the input from those supervised, the type and quality of professional growth experience (CEU's), the level of performance as indicated by available annual evaluation data, effectiveness with others, and various other relationships as in professional organizations and programs for continuing professional growth. In addition to this review, the panel will schedule conferences and on-site visitations to discuss and observe performance and will meet to assess candidates being considered for advancement in status. Recommendations will be made to the superintendent.

Compensation -- In addition to the salary currently being received, an increase of 10% will be provided for each upward step from Initial through Status III. Also, an additional increment of 5% will be awarded for each two-year experience step along each level of status for as long as the person satisfies the expectations for that level. For principals, to this will be added an increment for size of school, and type of school (5% middle school, 10% secondary school). Also, each person will be eligible for consideration for a year of sabbatical leave at 70% of salary in the 12th year of service in the LEA or 100% in the 14th year.

Superintendent Position -- It is the policy of the State of North Carolina that superintendents of local school administrative units be hired solely at the discretion of the local board, and that candidates for this position must have been, at least, a principal in a North Carolina public school or have equivalent experience as prescribed by the State Board of Education, and have other minimum credentials, education prerequisites and experience requirements as the State Board shall prescribe. These prerequisites and requirements shall be established by January 1, 1985. Evaluation and placement on career levels will be the responsibility of the local board of education with input from the people supervised by the superintendent.

Impact Statement -- The immediate effect of this action will be to enable the Agency to report to the Education Policy Council in November and to commence preliminary activities in preparation for field test activities in selected school units in 1985-86. Long range impact will be to cause refinement of the plan and to implement in 1986-87 a new career ladder and pay system increasing local decision-making opportunities.

# Proposed Salary Schedules

## ASSISTANT PRINCIPAL

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| III | | 34,356 | 36,024 | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 | 55,308 |
| II | 31,248 | 32,784 | 34,356 | 36,024 | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 |
| I | 28,392 | 29,806 | 31,248 | 32,784 | 34,356 | 36,024 | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 |

PROVISIONAL 25,836

INITIAL 23,556



## SUPERVISOR/DIRECTOR

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| III | | 36,024 | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 | 55,308 | 58,068 |
| II | 32,784 | 34,356 | 36,024 | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 | 55,308 |
| I | 29,806 | 31,248 | 32,784 | 34,356 | 36,024 | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 |

PROVISIONAL 27,108

INITIAL 24,648

## PRINCIPAL

(BASE)

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | III | | 34,356 | 36,024 | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 | 55,308 |
| | II | | 31,248 | 32,784 | 34,356 | 36,024 | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 |
| I | | 28,392 | 29,806 | 31,248 | 32,784 | 34,356 | 36,024 | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 |
| PROVISIONAL | 25,836 | | | | | | | | | | | | | |
| INITIAL | 23,556 | | | | | | | | | | | | | |

.....

(BASE PLUS 15%)

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | III | | 39,162 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 | 55,308 | 58,068 | 60,960 | 63,741 |
| | II | | 36,024 | 37,716 | 39,162 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 | 55,308 | 58,068 | 60,960 |
| I | | 32,784 | 34,356 | 36,024 | 37,716 | 39,162 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 | 55,308 | 58,068 |
| PROVISIONAL | 29,808 | | | | | | | | | | | | | |
| INITIAL | | | | | | | | | | | | | | |

.....

(BASE PLUS 30%)

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | III | | 45,696 | 47,928 | 50,328 | 52,752 | 55,308 | 58,068 | 60,960 | 63,741 | 66,648 | 70,529 | 74,041 |
| | II | | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 | 55,308 | 58,068 | 60,960 | 63,741 | 66,648 | 70,529 |
| I | | 37,716 | 39,612 | 41,544 | 43,584 | 45,696 | 47,928 | 50,328 | 52,752 | 55,308 | 58,068 | 60,960 | 63,741 | 66,648 |
| PROVISIONAL | 34,356 | | | | | | | | | | | | | |
| INITIAL | 31,248 | | | | | | | | | | | | | |

NOTE:

ADDITIONAL SALARY WILL BE ADDED FOR SIZE AND TYPE OF SCHOOL AS FOLLOWS:

SIZE:

- UP TO 10 STAFF - BASE ONLY
- 11 - 21 " - BASE PLUS 5%
- 22 - 32 " - " " 10%
- 33 - 43 " - " " 15%
- 44 - 54 " - " " 20%
- 55 - 65 " - " " 25%
- 66 AND ABOVE - " " 30%

TYPE:

- ELEMENTARY - BASE ONLY
- MIDDLE - BASE PLUS 5%
- SECONDARY - BASE PLUS 10%

## ASSISTANT SUPERINTENDENT

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | III | | 37.716 | 39.612 | 41.544 | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 | 60.960 |
| | II | | 34.356 | 36.024 | 37.716 | 39.612 | 41.544 | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 |
| I | | 31.248 | 32.784 | 34.356 | 36.024 | 37.716 | 39.612 | 41.544 | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 |
| PROVISIONAL | 28.332 | | | | | | | | | | | | | |
| INITIAL | 25.836 | | | | | | | | | | | | | |



## ASSOCIATE SUPERINTENDENT

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | III | | 39.612 | 41.544 | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 | 60.960 | 63.741 |
| | II | | 36.024 | 37.716 | 39.612 | 41.544 | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 | 60.960 |
| I | | 32.784 | 34.356 | 36.024 | 37.716 | 39.612 | 41.544 | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 |
| PROVISIONAL | 29.856 | | | | | | | | | | | | | |
| INITIAL | 27.108 | | | | | | | | | | | | | |

## SUPERINTENDENT

(BASE)

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | III | | 41.544 | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 | 60.960 | 63.741 | 66.648 |
| | | II | 37.716 | 39.612 | 41.544 | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 | 60.960 | 63.741 |
| | | I | 34.356 | 36.024 | 37.716 | 39.612 | 41.544 | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 | 60.960 |
| | PROVISIONAL | 31.248 | | | | | | | | | | | | | |
| | INITIAL | 28.392 | | | | | | | | | | | | | |

.....

(BASE PLUS 15%)

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | III | | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 | 60.960 | 63.741 | 66.648 | 69.687 | 72.864 | 75.957 |
| | | II | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 | 60.960 | 63.741 | 66.648 | 69.687 | 72.864 | |
| | | I | 39.612 | 41.544 | 43.584 | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 | 60.960 | 63.741 | 66.648 | 69.687 |
| | PROVISIONAL | 36.024 | | | | | | | | | | | | | |
| | INITIAL | 32.784 | | | | | | | | | | | | | |

.....

(BASE PLUS 30%)

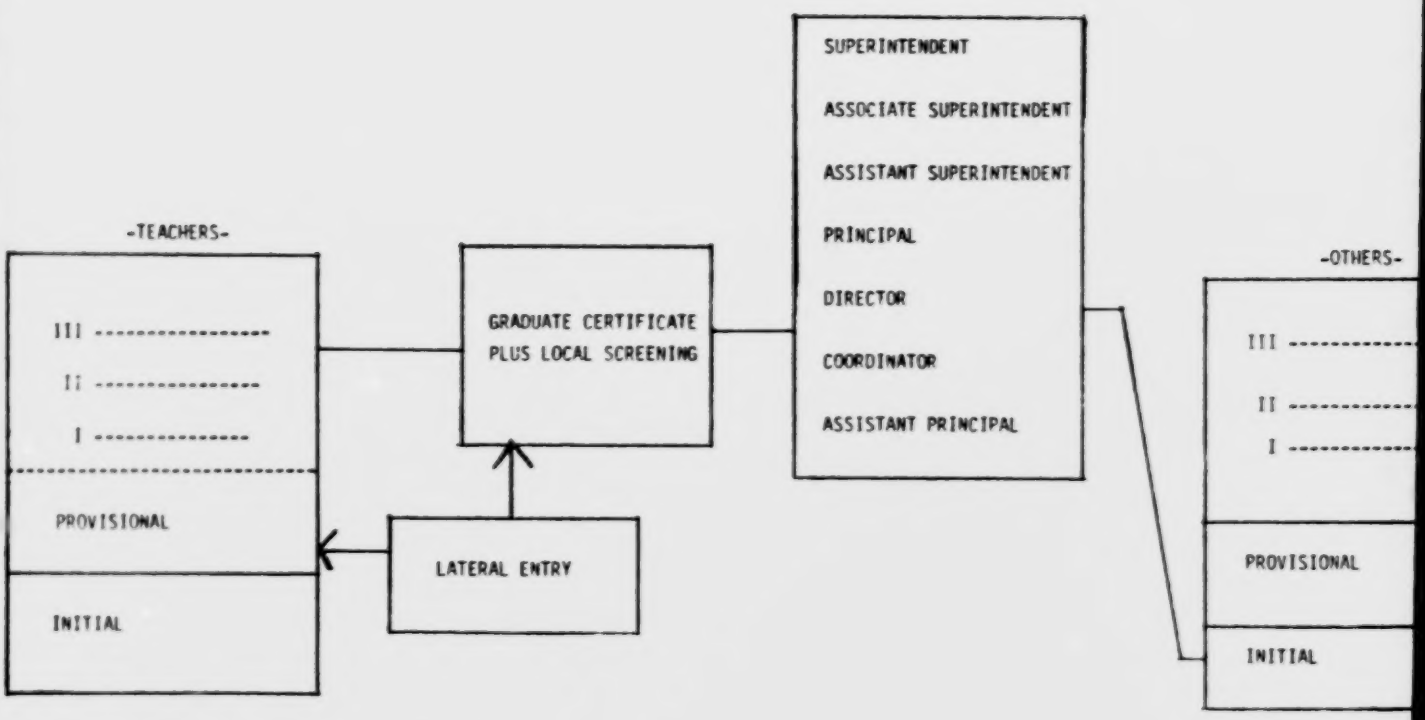
| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | III | | 55.308 | 58.068 | 60.960 | 63.741 | 66.648 | 69.687 | 72.864 | 75.957 | 79.265 | 82.682 | 86.190 |
| | | II | 50.238 | 52.752 | 55.308 | 58.068 | 60.960 | 63.741 | 66.648 | 69.687 | 72.864 | 75.957 | 79.265 | 82.682 | |
| | | I | 45.696 | 47.928 | 50.328 | 52.752 | 55.308 | 58.068 | 60.960 | 63.741 | 66.648 | 69.687 | 72.864 | 75.957 | 79.265 |
| | PROVISIONAL | 41.544 | | | | | | | | | | | | | |
| | INITIAL | 37.716 | | | | | | | | | | | | | |

NOTE:
ADDITIONAL SALARY WILL BE ADDED FOR SIZE OF SCHOOL UNIT AS FOLLOWS:

| | |
|---|---|
| UP TO 5,000 | - BASE ONLY |
| 5,001 - 10,000 | - BASE PLUS 5% |
| 10,001 - 15,000 | - " " 10% |
| 15,001 - 20,000 | - " " 15% |
| 20,001 - 25,000 | - " " 20% |
| 25,001 - 30,000 | - " " 25% |
| ABOVE 30,000 | - " " 30% |

# APPENDIX

# Career Development Track



# Definition of Terms

LEA -- The Local Education Agency. The legally constituted local school administrative unit.

PAS -- The Performance Appraisal System. The statewide system of annual review and evaluation of every professional public school employee. Requires use of state-adopted standards and criteria. Separate criteria have been adopted for every certificated position. Others are currently being developed. PAS was mandated in 1980.

QAP -- The Quality Assurance Program. A program requiring new standards and guidelines for teacher education institutions to assure high quality candidates for teacher education programs, assurance of specific teaching competencies, and a two-year period of time during which the initially certified persons continue to develop professionally and demonstrate teaching performance. A beginning teacher program will be put in operation to support the new teacher. QAP development efforts were initiated in 1978.

CEU -- Continuing Education Units. Units of credit used for renewal of certificate. May consist of hours of college credit or comparable experiences gained in other ways. One hour of CEU credit represents 10 hours of such experience. In the North Carolina Career Development Plan, CEUs will be accepted for certificate renewal and for advancement in career status. Efforts are underway to strengthen the staff development process to assure that these comparable experiences are appropriate and worthwhile for each individual.

Staff Development -- The program which provides continuing professional growth experiences for staff utilizing both state and local funds. Efforts are underway to increase funding and to assure even stronger and more comprehensive local staff development programs.

Initial/Continuing Certificate -- The QAP model will cause change in the way certificates are issued to graduates of approved programs of teacher education. Graduates will be issued an initial, non-renewable, certificate upon completion of an approved teacher education program. This certificate becomes a continuing, renewable, certificate upon satisfactory completion of a two year initial teaching experience. Extensive supervision, evaluation and support is provided during this period to assure adequate performance.

Mentor Teacher -- A mentor teacher holds Career Status II or III; holds or qualifies to hold certification as a "mentor teacher" and evidences better than satisfactory annual evaluations on performance appraisal criteria. The mentor teacher supervises, observes, evaluates, and supports student teachers, and/or teachers holding Initial or

Probationary status. The mentor teacher participates in professional support team activities, assists in the development of professional improvement programs for initially certified teachers and may serve on school-based review panels to assess eligibility of other teachers for career status.

Elective Option -- Under the provision of the North Carolina Career Development Plan, teachers who are currently employed will have the option to participate. Those who elect not to participate will be subject to the system existing at that time. Teachers employed after the date of implementation will not have this option.

Extra Responsibilities/Extended Employment -- Under this plan, teachers having career status may be assigned extra responsibilities. These will be established by the LEA which will determine the local needs and establish the appropriateness of these duties for Career Status I, II, and III teachers. It is possible for a Status II teacher to work 11 months. Eleven or 12 months employment will be an option for those in Status III.

Released Time/Job Sharing -- An opportunity for teachers to share responsibility for classrooms during different parts of the day. Teachers on released time will be able to complete other duties without leaving classes unattended.

# 1984 Legislation

Features of the North Carolina Teacher Career Development Plan are compared with provisions of House Bills 1496 and 1567.

House Bill 1496, the main appropriations act, included the following provision:

"PART III. -- SPECIAL PROVISIONS

Sec. 4. (a) The State Board of Education shall develop a career growth program for teachers designed to give teachers increasing responsibility, recognition and pay as they gain experience and professional ability. The program shall provide a series of salary classifications based on an individual's initiative and desire to increase his professional abilities and his success in doing so. The program shall provide for annual methods of examination of teachers with peer participation in the review, opportunities to correct deficiencies, and dismissal of teachers who after ample opportunities cannot or will not perform. Peers participating in the review shall not live in the same local school administrative unit as the teacher reviewed. The State Board shall devise methods and instruments of evaluation that will determine what levels of performance, effort and ability and what accomplishments warrant different salary classifications and at what point failure to rehire a nontenured teacher or dismissal or demotion of a tenured teacher is appropriate.

*The NC Career Development Plan provides a series of salary classifications based on performance, professional growth and experience. Advancement on the ladder is required at Level I and is self-initiated at higher levels. Recommendations for advancement are made by a team of reviewers including peers who in small systems should not reside in the LEA. Some flexibility is needed to allow larger LEAs to use peers who do reside in the LEA, but are not known to the person being examined. At the present time, each teacher is reviewed annually using a set of state-adopted criteria for performance by the principal (or designee). The plan does not require annual examinations for purposes of career status recommendations. Evaluations for performance require that a performance improvement plan be developed cooperatively by the evaluator and evaluatee to address the deficiencies which were noted. Dismissal can be recommended for teachers who, after ample opportunity, cannot or will not perform.*

The State Board of Education shall also develop a career growth program for principals and other certified school administrators designed to give principals and other school administrators clear opportunities for advancement, recognition and increased pay if they demonstrate high effectiveness as instructional leaders and school managers. The program shall provide a series of salary classifications based on an individual's initiative and desire to increase his professional abilities and his success in doing so. The program shall provide for annual examinations by other administrators and the people he supervises, opportunities to correct deficiencies, and dismissal or reassignment of employees who after ample opportunity cannot or will not perform. The State Board shall devise methods and instruments of evaluation that will determine what levels of performance, effort and ability and what accomplishments warrant different salary classifications and at what point dismissal or reassignment of a principal or other administrator is appropriate.

*The preliminary draft of the career growth program for principals and other certified school administrators also provides career ladder steps based on performance, professional growth and experience. Each of these persons is now reviewed annually by a superior, using a state-adopted set of performance standards for the purpose of improving performance. The plan will require review by other administrators and the people he supervised for the purpose of making recommendations for career status. The plan will indicate levels of performance, professional growth and experience required for advancement and the expectations which will be established to maintain each level of career status. These expectations will include levels of effectiveness both as instructional leaders and school managers.*

(b) The State Board of Education shall submit to the Education Policy Council, on or before November 1, 1984, a preliminary report on the career growth pilot programs it has developed pursuant to subsection (a) of this section. No later than five days after the convening date of the 1985 General Assembly, the State Board shall submit a report for the approval of the General Assembly on the career growth pilot programs it has developed pursuant to subsection (a) of this section to the President of the Senate, the Speaker of the House, the President Pro Tempore of the Senate, the Speaker Pro Tempore of the House, the Majority Leader of the Senate and the Chairmen of the Base and Expansion Appropriations Committees of the Senate and the House.

(c) The General Assembly finds that it is essential to attract and retain the best people in teaching and in school administration. A system that is perceived to offer low wages, lifetime contracts, little real evaluation and no extra pay for outstanding performance cannot do that; therefore, the General Assembly directs the State Board of

Education to implement the programs it develops, as approved by the General Assembly, pursuant to subsection (a) of this section by July 1, 1986. Any statutes that would prevent the State Board from doing so are repealed to the extent they conflict with this section. It is the intent of the General Assembly to make all future salary increments to teachers and principals and other certified school administrators an integral part of the career growth programs; therefore, no funds for annual increments, cost-of-living increases, or other salary increments for teachers shall be appropriated for certificated personnel of the public schools until these pilot career development programs are implemented."

*The North Carolina Career Development Plan for teachers, principals and other certified personnel will be in place by July 1, 1986. The provision in the plan requiring a total of four years before reaching career status conflicts with the Fair Employment and Dismissal Act provision of three years. The entry level salary of $15,680 is the level established for Grade 68, Step 0. The pilot programs will be in operation in sixteen LEAs by August 1, 1985.*

House Bill 1567: AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

"The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Sec. 4. G.S. 115C-284 is amended by adding a new subsection to read:

"(d1) It is the policy of the State of North Carolina that, subsequent to the adoption of a system of classroom teacher differentiation and prerequisites to candidacy for principal, a classroom teacher must have attained at least the second level of differentiation, have at least four years of classroom teaching experience, and possess, at least, a Masters Degree in Education Administration. This subsection shall not apply to educational personnel certified as of July 1, 1984."

*The plan for principals requires the master degree in education administration and a minimum of four years of classroom teaching experience before the person is allowed entry into a one year residency experience. This residency is the entry level initial experience for both administrators and supervisors and is part of a quality assurance component.*

Sec. 5. The State Board of Education shall develop and recommend to the General Assembly by March 1, 1986, a quality assurance program for all administrators, similar to the programs for beginning and experienced teachers, in order to provide principals and superintendents with opportunities to develop effective management skills. In the development of this recommendation, the State Board of Education shall consult with local boards of education, on a continuous and systematic basis, through a process designed by the State Board, to assure participation on the part of a number of local boards of various sizes throughout the State. In addition, the State Board shall consult with and/or employ such public and private agencies, organizations and professional organizations as it deems necessary to accomplish this policy.

*A committee consisting of members of local Boards of Education, LEA and State Department Personnel, representatives of higher education, public and private agencies and professional organizations has been formed. A Quality Assurance Program having pre-service and inservice components will be developed by this group prior to March 1, 1986.*

Sec. 6. G.S. 115C-296 is amended by designating the present section as subsection (a) and adding the following subsections (b) and (c) to read:

"(b) It is the policy of the State of North Carolina to maintain the highest quality teacher education programs in order to enhance the competence of professional personnel certified in North Carolina. To the end that teacher preparation programs are upgraded to reflect a more rigorous course of study, the State Board of Education shall submit to the General Assembly not later than November 1, 1984, a plan to promote this policy. The State Board of Education, as lead agency in coordination and cooperation with the University Board of Governors, the Board of Community Colleges and such other public and private agencies as are necessary, shall continue to refine the several certification requirements, standards for approval of institutions of teacher education, standards for institution-based innovative and experimental programs, standards for implementing consortium-based teacher education, and standards for improved efficiencies in the administration of the approved programs.

*The Quality Assurance Program now in effect addresses most of these concerns and involves a number of these groups. The Program Approval/Quality Assurance section will expand their work to include these provisions.*

(c) It is the policy of the State of North Carolina to encourage lateral entry into the profession of teaching by skilled individuals from the private sector. To this end, before the 1985-86 school year begins,

the State Board of Education shall develop criteria and procedures to accomplish the employment of such individuals as classroom teachers. Regardless of credentials or competence, no one shall begin teaching above the middle level of differentiation. Skilled individuals who choose to enter the profession of teaching laterally may be granted a provisional teaching certificate for no more than five years and shall be required to obtain certification before contracting for a sixth year of service with any local administrative unit in this State."

*Lateral entry is a component of the career growth programs for teachers, principals and other administrators, specific guidelines and requirements will be developed, piloted, and refined by July 1, 1986.*

Sec. 8. G.S. 115C-302 is amended by adding a new subsection (e) to read:

"(e) It is the policy of the State of North Carolina to enhance the teaching profession by providing teachers with career opportunities that do not remove them from the classroom; to encourage the development and implementation of a professional salary schedule that complements the system of differentiation; to have salaries of professional educators in elementary and secondary schools based upon performance, degree attained, differentiation and the needs of the local school administrative unit; and to begin, in the school year beginning in 1986, a differential salary system based upon performance, differentiation, local availability of classroom teachers, geographical location of the employing local school administrative unit and such other factors as the local board of education shall deem necessary.

*The Plan bases salaries on levels of performance, continuous professional growth and experience. Although the plan does not require out of class responsibilities, some teachers will have opportunities for additional pay. Career status decisions are local decisions. LEAs can establish local factors.*

Performance shall be measured by standardized evaluations which are routinely administered pursuant to G.S. 115C-326 by competent and trained administrators who have themselves demonstrated meritorious performance in the classroom. Differentiation shall be based upon superior performance over a period of time plus other responsibilities. Needs of the local school administrative unit over and above the standard course of study shall be defined by the local board of education exclusively funded from revenues provided at the discretion of the board of county commissioners or from other local funds under the control of the local board of education.

*Teachers presently are evaluated annually by administrators who utilize state-adopted performance standards. Each LEA has had training in the use of these standards. Work continues to refine these criteria, the process, and to train evaluators. The plan will assure that those who evaluate shall have been better than satisfactory teachers.*

Each salary may include a local variable component, determined locally and based upon the needs and condition of the local school administrative unit. This local variable component shall be paid from local revenue."

*Although the plan suggest that LEAs develop other, additional, forms of recognition, it does not address the use of local funds.*

Sec. 10. G.S. 115C-326 is amended by adding a new subsection (c) to read:

"(c) The State Board of Education shall recommend to the General Assembly by December 1, 1986, a program to remedy deficiencies and difficulties revealed through the evaluation process required by this section and to develop new skills on the part of classroom teachers."

*Studies continue underway to expand and strengthen the use of the performance improvement plan as part of the annual evaluation process and the opportunities for inservice and staff development.*

Sec. 11. Part 3, of Article 22 of Chapter 115C of the General Statutes is amended by adding a new section to read:

"115C-326.1. Differentiation of classroom teachers.

(a) It is the policy of the State of North Carolina to encourage differentiation of classroom teachers. The State Board of Education shall consult with local boards of education, on a continuous and systematic basis through a process designed by the State Board to assure participation on the part of a number of local boards of various sizes throughout the State. In addition, the State Board shall consult with such other public and private agencies, organizations and professional organizations as it deems necessary to accomplish this policy. After the consultation process, the State Board shall adopt a policy defining at least five categories of differentiated staffing for classroom teachers.

*These groups are already involved and will continue to provide input and reactions as the career growth program develops. The plan now requires five levels of differentiation.*

The State Board may pilot test this career growth program for classroom teachers in at least one school administrative unit in each of the eight educational districts of the State during the 1985-86 school year and shall recommend a system of differentiation to be applied consistently throughout the State beginning in the 1986-87 school year. This recommendation shall be submitted to the General Assembly on or before March 1, 1986.

*Plans are underway to pilot these programs in at least sixteen LEAs, two from each educational region. Preparations are currently being made for the 1985-86 field test and for the awareness and training of all LEAs.*

(b) Criteria for differentiation shall include performance and may include such other criteria as the State Board of Education deems necessary; such as degree obtained, number of subjects taught, number of classes taught, number of students taught in a school day and time in serve.

*The plan assesses levels of performance as the prime criteria, and considers professional growth, degrees, and experience for making recommendations for status.*

(c) The State Board of Education, after consultation with local boards of education, shall develop such personnel policies as are required to ensure a coherent progression through the system of differentiation by those classroom teachers who elect to participate in the system of differentiation. The State Board shall develop personnel policies which prevent imbalances at any level of differentiation. If there is evidence of an imbalance or abnormality in the distribution of performance evaluations administered pursuant to G.S. 115C-326 and/or classroom teacher differentiations created and administered pursuant to this section, the State Board of Education shall be empowered to review performance evaluation and staffing pattern of a local school administrative unit to ensure reasonable distribution of performance evaluations and classroom teacher differentiations.

*The plan requires step-by-step progression through the levels of status. Studies will have to be conducted to establish what would be a reasonable distribution of evaluations and differentiations before developing procedures to prevent imbalances.*

(d) The State Board of Education shall give consideration to methods of enhancing the quality of continuing education programs for currently certified teachers, and may include a sabbatical leave for professional improvement.

*Sabbaticals are recommended in the plan, 70% pay at the end of the 12th year, or 100% at the end of the 14th year. Purposes*

*shall be for professional improvement. Efforts must be made to enhance the quality of continuing education programs.*

(e) Notwithstanding the above, teachers employed under the system of employment for public school teachers, G.S. 115C-325, in effect prior to ratification of this act, shall be afforded the opportunity to elect to continue under the system of employment provided in G.S. 115C-325 and continuing under the salary schedule in existence at that time. They shall have the alternative of electing to change their conditions of employment to come within the system outlined in this section. This election shall be made on or before signing employment contracts for the 1987-88 school year. Employees whose initial contracts are for the 1986-87 or subsequent school years shall be employed under the employment system contained in this section."

*The plan does allow currently employed teachers to elect to participate in the new program. Those employed after July 1, 1986 will not have this option.*

Appendix

NORTH CAROLINA

DIVISION OF ACCREDITATION AND PROGRAM APPROVAL

THE QUALITY ASSURANCE PROGRAM

HIGHLIGHTS

. Concurrent resolution in 1978 by State Board of Education and University Board of Governors pledging themselves to "quality assurance for professional personnel".

. Quality Assurance Program (QAP) is a comprehensive plan for improving the quality and effectiveness of teacher education programs and of teachers.

. January, 1980 - December, 1981 -- Liaison Committee coordinated work of five task-groups and 29 subcommittees to develop and rectify competencies in general education, professional education, and subject matter competencies in 29 certification areas. Over 5,000 educators were involved.

. February, 1982 - November, 1982 -- Thirteen planning projects involving public schools and higher education institutions examined various components of QAP.

. January, 1983 - June, 1983 -- Several pilot projects were funded:

- validation design for NTE General Knowledge and Communications Skills tests
- training cooperating teachers
- support system for beginning teachers
- teacher effectiveness study

. March, 1983 -- A concurrent resolution by State Board and University Board established admission standards to teacher education programs -- NTE General Knowledge and Communications Skills tests.

. May, 1983 -- State Board adopted new "Standards for the Approval of Teacher Education Institutions and Programs in North Carolina" and "Competencies and Guidelines for Approved Teacher Education Programs".

. November, 1983 - July, 1984:

- validation of professional education and teaching speciality examinations of NTE
- validation of General Knowledge and Communications Skills tests
- validation of teacher effectiveness observation instrument for use during two-year initial certification

. November, 1983 - July, 1985 -- Design, development, and field-testing of a North Carolina beginning teacher program by 20 pilot school systems and adjacent higher education institutions for implementation in July, 1985.

. January, 1985 -- New teachers will be issued a two-year initial teaching certificate during which continued growth and refinement of skills will take place along with the demonstration of successful teaching performance. A support system/team will be operational during the two years. Upon successful completion of two years under initial certification, a continuing certificate renewable each five years will be issued.

DIVISION OF ACCREDITATION AND PROGRAM APPROVAL

## Standards for the Approval of Teacher Education Programs

New policies adopted by the State Board in September 1983 create conditions for broadening the base of responsibility for who enters and remains in the profession. Standards for the approval of teacher education programs now require a more extensive and formal partnership among colleges, universities and local systems as one means for assuring the quality of educational programs and personnel who are certified in North Carolina.

### Standards Related to Local School System Involvement

Beginning in 1984-85, colleges and universities seeking approval for for teacher education programs must show evidence that:

1. Procedures have been established to secure local school system endorsement of candidates for initial certification.

2. Written formal agreements between local school systems, colleges or universities define the parameters of shared responsibilities in the delivery of planned laboratory experiences.

3. A plan for the cooperative implementation of the professional laboratory experience program is established. The plan addresses orientation and training of cooperating teachers, placement of student teachers, supervision, program evaluation and other appropriate activities relative to the laboratory experience program.

4. The school, division or department of education and local school systems cooperate in providing support and extended training opportunities for educational personnel during the initial two-year period of certification and employment.

5. Criteria, jointly developed by the local school system and the college or university, exist and are used for selecting personnel who will provide supervision of student teaching or internship experiences.

6. Orientation and specialized training opportunities are provided to all supervisory personnel including college or university supervisors to assist them in carrying out appropriate and constructive supervision of student teachers or interns.

7. Written materials are provided to cooperating teachers that define their explicit responsibilities relative to instruction, observation, evaluation, grading and certification.

8. Written criteria and procedures for evaluating student performance are established and utilized by local school system and college or university supervisory personnel. Criteria include appropriate professional and teaching area competencies required for certification.

9. Deliberate and systematic procedures are established to insure that each student receives regular assessment and feedback regarding progress and performance during student teaching or internship.

10. The college or university supervisor and the cooperating teacher submit written summary evaluations upon the conclusion of student teaching or internship experiences.

BEGINNING TEACHER PROGRAM: A SURVEY OF PROPOSED GUIDELINES

## Introduction

Policies adopted by the State Board of Education in September 1983 establish teacher preparation as a six year process, with four years of formal study at the pre-service level in an approval program and two years of continued professional training and supervision during initial certification and employment in a local school system. Currently twenty local school systems are refining proposed guidelines for developing an extended curriculum for beginning teachers that would lead to continuing certification.

Under proposed guidelines, local schools would develop a plan for a beginning teacher program that would provide a transition from pre-service preparation to in-service responsibilities, opportunities for professional growth and progressive improvement of teaching competence, and a means for verifying demonstrated, successful classroom performance as the basis for continuing certification. Plans for beginning teacher programs would address two major components: 1) a support team for beginning teachers and 2) a system level certification panel.

## A Support System for Beginning Teachers

Proposed Guidelines

1. The support system for beginning teachers should emphasize continuing professional growth and improved competence in five major teaching functions:

    A) Management of Instructive Time
    B) Management of Student Behavior
    C) Instructional Presentation
    D) Instructional Monitoring
    E) Instructional Feedback

2. A professional support team for the beginning teacher should be comprised of the principal or designee, a peer or mentor teacher and one other professional teacher educator.

3. The support team would provide technical assistance, support and performance verification. The support team would work jointly with the beginning teacher to develop a professional improvement plan based on needs identified through periodic observation.

4. Training programs for support teams would include knowledge of teaching effectiveness competence expected, needs assessment, observation and consultation skills.

5. The support team would observe and collect performance data periodically but would not have the authority to recommend for certification.

A Local Certification Panel

1. The local certification panel would be appointed by the superintendent and approved by the State Board of Education. The role of the panel would be to make recommendations for continuing certification to the State.

2. The panel membership would include:

   A. Superintendent or designee (chair, non-voting member)
   B. One central office supervisor
   C. One elementary principal (K-6)
   D. One secondary principal (7-12)
   E. One early childhood teacher (K-3)
   F. One intermediate teacher (4-9)
   G. One secondary teacher (9-12)
   H. One representative from an approved teacher education institution

3. The panel would convene at least twice annually for the purpose of establishing policies and procedures, reviewing performance appraisal data and portfolios of initially certified teachers, making certification recommendations, notifying teachers of continuing certification decisions, and establishing an appeals process in accordance with North Carolina statutes.

Piloting

1. Twenty LEAs are participating in the beginning teacher program planning process:

   A. By June 1984, the pilot systems will have:

   - Refined/modified proposed guidelines based on their feasibility in relation to such variables as number and distribution of beginning teachers, proximity to IHEs, system size and capabilities, etc.

   - Identified cost estimates associated with various facets of program implementation, management and service delivery.

   - Submitted plans for the operation of a beginning teacher program during the 1984-85 year.

B. • Identified support team members

• Initiated necessary collaborative arrangement with IHEs

• Participated in training activities designed to facilitate use of the Carolina Teaching Effectiveness Rating Scale.

C. By December 1984, the pilot units will have presented final recommendations to the State regarding refinement of guidelines for implementing the beginning teacher program.

ISSUES TO BE RESOLVED

1. Definition of Initial Certificate
2. Availability of Resources to Support the Beginning Teacher Program (BTP)
3. Structure to Assure Consistency Across LEAs in Certification Decision-Making
4. Distinction Between Employment and Certification Decisions
5. Assurance of IHE Collaboration
6. Management of BTP-Local/State Levels
7. Professional Development and Training Progress

6/14/84

FINAL DRAFT
10/10/84

NORTH CAROLINA

PROPOSED

# TEACHER PERFORMANCE APPRAISAL INSTRUMENT

1. Management of Instructional Time

   1.1 Teacher has materials, supplies, and equipment for each lesson ready at the start of the lesson or instructional activity.

   1.2 Teacher gets the class started quickly.

   1.3 Teacher gets students on task quickly at the beginning of each lesson or instructional activity.

   1.4 Teacher maintains a high level of student time-on-task.

2. Management of Student Behavior

   2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.

   2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole-class instruction, small group instruction, etc.

   2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional and non-instructional activities.

   2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.

   2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.

3. Instructional Presentation

   3.1 Teacher begins lesson or instructional activity with a review of previous material.

   3.2 Teacher introduces the lesson or instructional activity and specifies learning objectives when appropriate.

   3.3 Teacher speaks fluently and precisely.

   3.4 Teacher presents the lesson or instructional activity using concepts and language understandable to the students.

3.5 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.

3.6 Teaher assigns tasks that students handle with a high rate of success.

3.7 Teacher asks appropriate levels of questions that students handle with a high rate of success.

3.8 Teacher conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.

3.9 Teacher makes transitions between lessons and between instructional activities within lessons efficiently and smoothly.

3.10 Teacher makes sure that the assignment is clear.

3.11 Teacher summarizes the main point(s) of the lesson at the end of the lesson or instructional activity.

4. Instructional Monitoring

4.1 Teacher maintains clear, firm and reasonable work standards and due dates.

4.2 Teacher circulates during classwork to check all students' performance.

4.3 Teacher routinely uses oral, written, and other work products to check student progress.

4.4 Teacher poses questions clearly and one at a time.

5. Instructional Feedback

5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth.

5.2 Teacher regularly provides prompt feedback on assigned out-of-class work.

5.3 Teacher affirms a correct oral response appropriately, and moves on.

5.4 Teacher provides sustaining feedback after an incorrect response or no response by probing, repeating the question, giving a clue, or allowing more time.

6. Facilitating Instruction

   6.1 Teacher has an instructional plan which is compatible with the school and system-wide curricular goals.

   6.2 Teacher uses diagnostic information obtained from tests and other assessment procedures to develop and revise objectives and/or tasks.

   6.3 Teacher has instructional plan that matches/aligns objectives, learning strategies, assessment and student needs at the appropriate level of difficulty.

   6.4 Teacher uses available human and material resources to support the instructional program.

7. Interacting Within the Educational Environment

   7.1 Teacher treats all students in a fair and equitable manner.

   7.2 Teacher interacts effectively with students, co-workers, parents, and community.

8. Performing Non-Instructional Duties

   8.1 Teacher carries out non-instructional duties as assigned and/or as need is perceived.

   8.2 Teacher adheres to established laws, policies, rules, and regulations.

   8.3 Teacher follows a plan for professional development and demonstrates evidence of growth.